Introduction to Emergency Management
Fall 2017
EADP 3010 – 002
Wednesday 2:00 – 4:50 PM
Wooten Hall 322

Instructor: Dr. Mary Nelan
Office Hours: Tuesday 11:30 – 1:30, Wednesday 11:30 AM – 1:30 AM (and by appointment)
Office: Chilton Hall, Room 122C
Email: mary.nelan@unt.edu (Use this email address, do not send messages through blackboard. I do not check it regularly)

Course Readings

Course Overview
As you may have seen in the media, disasters appear to be increasing globally. These disasters include natural disasters (including earthquakes, tsunamis, and hurricanes), destructive technological disasters (including nuclear accidents, oil spills, and chemical plant explosions), and devastating human induced tragedies (including terrorist attacks, riots, and school shootings). As a society, we are faced with diverse, challenging, and frightening threats, and therefore we must equip ourselves to face the unexpected and cope with the consequences of large-scale catastrophes. That is the purpose and goal of the field of emergency management.

Course Objectives
The primary objective of this course is to introduce students to the field of emergency management. Course material will facilitate that introduction by:
1. Exploring the history of the profession of emergency management and the field of disaster research.
2. Introducing students to the all-hazards approach to emergency management and sensitizing them to the wide range of threats facing society today.
3. Introducing students to the concept of comprehensive emergency management and the four phases of disasters: preparedness, response, recovery, and mitigation.
4. Exploring future challenges and opportunities in the field of emergency management.

Course Requirements
Students will earn their grades in this course based on their performance on 3 exams, 1 Disaster Case study, and their attendance/participation.

Exams:
There will be 3 exams in this class. Each exam will consist of 35 multiple-choice questions and 3 essay questions. These exams will draw from the course readings and lectures. The first exam (September 27) will cover information introduced in Week 1 through Week 4. The second exam (November 1) will cover information introduced in Week 6 through Week 9. The final exam December 13) will be non-cumulative and cover information introduced Week 11 through Week 15.
The following is a breakdown of how the exams will be graded:

- 35 multiple-choice questions: 70 points
- 3 essay questions: 30 points
- Total: 100 points x 3 exams = 300 points

One week before the exam, I will release 6 possible essay questions and I will ask you 3 of those questions on the exam; I will not tell you specifically which two essay questions will be asked.

On the day of the exam, you will be allowed to submit your study guide before the starting time (either in hard copy or email form) for up to 5 points extra credit on your exam grade. If you are late to the exam or do not turn it in at the beginning of the exam it will not be accepted. The study guide must be original work, not a print out of my slides in any format. I will not accept answers to the pre-released essay questions.

24-hour rule: When you receive your exam grades please wait 24-hours before you contact me about your grade. If you want to discuss your grade, please send me an email and we can set an appointment outside of class. I do not discuss grades over email.

Disaster Case Study:

There is one required paper in this course. It will be evaluated in terms of organization, clarity of presentation (including spelling and grammar), and thoroughness. Each student is required to identify a disaster of interest (no single-shooter events), conduct online research about the event (do not cite Wikipedia as a source), write a short case study, and discuss the case in class. The report (which should be between three and five typed, double-spaced pages) must answer the following questions: (1) What was the event, when and where did it occur, and what were its major impacts? (2) How prepared was the community for the event? (3) What agencies or organizations were involved in responding to the event, and what are some of the challenges they faced? (4) What actions has the community taken to better prepare itself for future disasters? A rubric and explanation of the assignment will be released on blackboard on November 1. The case studies are due in class at the beginning of the class period (you can only submit over email if you have previously discussed it with me and have a legitimate excuse) on December 6. Each student will prepare to discuss their topics on December 6, this is not a presentation (I will explain further in class).

The following disasters cannot be used as a topic for your case studies:
- Hurricane Katrina
- Hurricane Matthew
- 9/11
- Moore Tornado
- 2011 Japan Earthquake & Tsunami
- Hurricane/Superstorm Sandy
- West Texas Fertilizer Explosion
- Oklahoma City Bombing
- Haiti Earthquake

Attendance/Participation: Attendance/Participation will be counted towards your grade in this class. Attendance will be taken through group activities in each class where you will discuss the topics introduced in lecture and answer questions posed by the instructor. Your lowest attendance/participation score will be dropped when calculating your final grade. Absences will only be excused in the event of extenuating circumstances (including
family crisis, illness or injury that is documented by a doctor, a university accepted excuse, a university sponsored event on the class meeting day that requires the student to be away from campus, or other similar reasons beyond the student’s control).

**Course Grades:**
Your grade for the course is broken down as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>300</td>
</tr>
<tr>
<td>Disaster Case Study</td>
<td>100</td>
</tr>
<tr>
<td>Attendance</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>450</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% and above</td>
</tr>
<tr>
<td>B</td>
<td>80% - 89%</td>
</tr>
<tr>
<td>C</td>
<td>70% - 79%</td>
</tr>
<tr>
<td>D</td>
<td>60% - 69%</td>
</tr>
<tr>
<td>F</td>
<td>0 – 59%</td>
</tr>
</tbody>
</table>

**Late Assignments:**
I do not accept late assignments after the due date.

**Missed Exams**
Exams may only be made up in the event of extenuating circumstances (including family crisis, illness or injury that is documented by a doctor, a university accepted excuse, a university sponsored event on the day of the exam that requires the student to be away from campus, or other similar reasons beyond the student’s control). Notice through email or in person must be given to the instructor before the exam or within 24 hours after the exam.

**Professionalism**
One purpose of college courses is to help professionalize students. Two ways that we can work towards that in our class is through professionalizing your emails as students and using proper titles.

**Emails**
Please feel free to email me when you need help in the class, this is not meant to intimidate you but rather help you to send appropriate emails not only to me but your other professors. There are 5 key elements to a successful email to professors:

1. **Subject Line:** Clearly identify which class you are in and what you are emailing about in a few words.
2. **Name:** Use the proper title and name for your professor. Address the email to either Professor or Dr. Nelan (I have a Ph.D.; you can call me doctor). Also, make sure you know my last name and spell it correctly (this goes for all of your professors).
3. **Briefly (and politely) state the reason for your email:** If you are frustrated with something, try to take a step back and write a polite email, it will go a long way. If your email is aggressive then I will not receive it well. Remember to write in a professional manner, it is respectful and I always try to respect my students so it is nice when they reciprocate.
(4) Do not use slang, text language, or emoticons. This is very important, professional emails do not include this type of language and it is better to get into the habit of writing emails this way.

(5) Proofread: Anything that you send to professors should be proofread, whether it is an assignment or an email.

*Bonus: Check the syllabus for the answer before you send an email (I will respond by referring you back to the syllabus if the answer to your question can be found here).

**Titles**

Using the proper title or honorific is respectful and important professional correspondence and interactions (emergency management being one of them). Please address me as either Dr. Neelan or Professor Neelan. Studies have shown that women are less likely than men to be addressed as Dr. and generally are called Ms. or Mrs. Why am I putting such an emphasis on this? It will serve you well in your future, in Emergency Management you will find that many people have titles and it is respectful to use those titles. This is not just for my ego; this is an important component of professionalization as you progress through the university.

**LAPTOPS AND CELL PHONES IN THE CLASSROOM**

Technology can be an excellent learning tool; however, it can also hinder learning when it is abused in the classroom. In this course, I allow personal laptops for note taking purposes. For your information, studies have shown that taking notes by hand is a more effective method of learning the material presented in your college courses.

If laptops are used for entertainment purposes while in class, you may unknowingly distract your fellow students who are not only interested in learning the topic of the course, but have also paid for the course. (See this article on the “cone of distraction” that is caused by individuals using laptops and cellphones in class for entertainment purposes: https://derekbruff.org/?p=2915) Please be aware of how you choose to use your laptops and what affect you may be having on students around you.

Cell phones are prohibited in class. Please turn off your ringer and put your cell phone away for the duration of class. If you need to be reached for any reason during class, please keep your phone on vibrate and leave the room to talk or text on your phone. Like laptops, cell phones can distract the students around you, and the instructor. Texting in class (no matter how stealthy you think you are) is disrespectful to the instructor and your fellow students.

**POLICY ON CHEATING AND PLAGIARISM**

**Definitions**

The UNT Code of Student Conduct and Discipline defines cheating and plagiarism “as the use of unauthorized books, notes, or otherwise securing help in a test; copying other’s tests, assignments, reports, or term papers; representing the work of another as one’s own; collaborating without authority with another student during an examination or in preparing academic work; or otherwise practicing scholastic dishonesty.”

**Penalties**

Normally, the minimum penalty for cheating or plagiarism is a grade of “F” in the course. In the case of graduate departmental exams, the minimum penalty shall be failure of all fields of the exam. Determination of cheating or plagiarism shall be made by the
instructor in the course, or by the departmental faculty in the case of departmental exams.

Cases of cheating or plagiarism on graduate departmental exams, papers, theses, or dissertations shall automatically be referred to the departmental Curriculum and Degree Programs Committee. Cases of cheating or plagiarism in ordinary course work may, at the discretion of the instructor, be referred to the Curriculum and Degree Programs Committee in the case of either graduate or undergraduate students. This committee, acting as an agent of the Department, shall impose further penalties, or recommend further penalties to the Dean of Students, if they determine that the case warrants it. In all cases, the Dean of Students shall be informed in writing of the case.

Appeals
Students may appeal and decision under this policy by following the procedure laid down in the UNT Code of Student Conduct and Discipline.

POLICY ON DISABILITY ACCOMMODATION
The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.

POLICY ON STUDENT BEHAVIOR IN THE CLASSROOM
Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr.

Tentative Course Schedule

Week 1: August 30

Topics:
Introductions and Course Overview

Readings: Chapter 1
Week 2: September 6
Topics:
Defining Disaster
Hazards, Disasters, and Risk
Readings: Chapter 3

Week 3: September 13
Topics:
Working in Emergency Management
Readings: Chapter 2

Week 4: September 20
Topics:
Research Methods and Practice of Emergency Management
Readings: Chapter 4

Week 5: September 27 – Exam 1

Week 6: October 4
Topics:
Preparedness
Factors Influencing Levels of Preparedness
Readings: Chapter 5

Week 7: October 11
Topics:
Planning
Types of Planning
Readings: Chapter 6

Week 8: October 18
Topics:
Response
Warnings
Working and Volunteering in Response
Readings: Chapter 7

Week 9: October 25
Topics:
Recovery
Community-Based Recovery Planning
Working and Volunteering in Recovery
Readings: Chapter 8

Week 10: November 1 – Exam 2
Week 11: November 8

Topics:
Mitigation
Structural Mitigation
Non-Structural Mitigation
Mitigation Planning

Readings: Chapter 9

Week 12: November 15

Topics:
Public and Private Sectors in Disasters

Readings: Chapter 10

Week 13: November 22 – No Class – Work on your final papers

Week 14: November 29

Topics:
Non-Governmental Organizations (NGOs)
International Humanitarian Relief

Readings: Chapter 11

Week 15: December 6 - Disaster Case Study Due

Topics:
The Future of Emergency Management
Professional Emergency Managers
Knowledge Transfer

Discuss Disaster Case Studies (no presentations)

Readings: Chapter 12

Final: December 13: 1:30 PM – 3:30 PM